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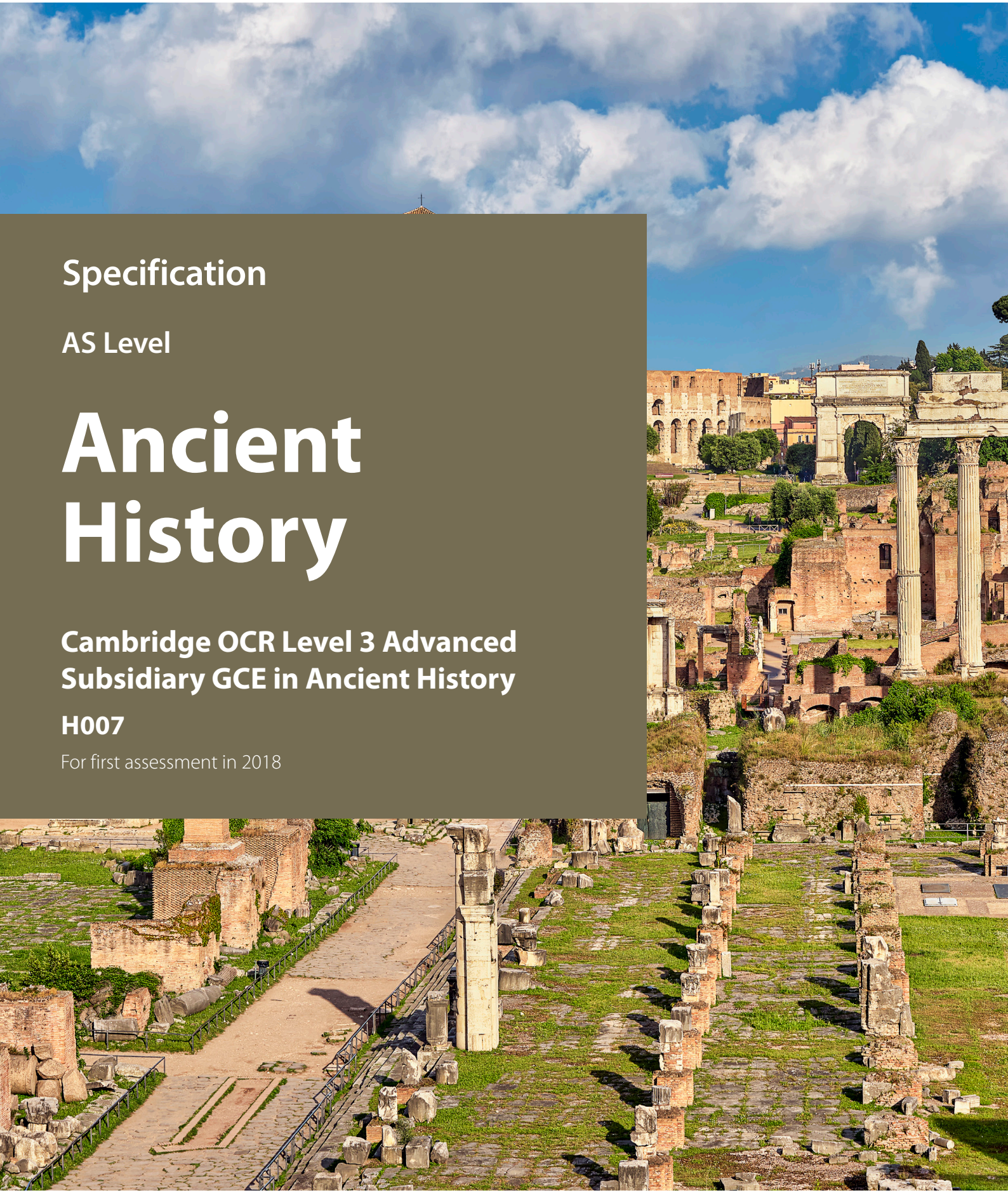

Specification

AS Level

Ancient History

Cambridge OCR Level 3 Advanced Subsidiary GCE in Ancient History

H007

For first assessment in 2018

Version 2.0 (November 2025)

ocr.org.uk/alevelancienthistory

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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1 Why choose an OCR AS Level in Ancient History?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new AS Level in Ancient History course has been developed in consultation with teachers, employers and higher education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - … and much more.
- Access to subject advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All AS Level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's AS Level in Ancient History is QN: 603/0806/0.

1b. Why choose an OCR AS Level in Ancient History?

OCR's AS Level in Ancient History has been designed to help learners develop their understanding of the ancient world and the legacy of the ancient world in today's society.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom to ensure that OCR's AS Level in Ancient History engages learners, develops a desire within them to continue learning about ancient history and helps develop a lifelong enthusiasm for the ancient world.

Our AS Level in Ancient History provides:

- **engaging and exciting content** – exciting topic areas which will enthuse learners, creating an appealing study of the ancient world
- **clearly laid out requirements** – the specification clearly details the content that you are required to cover to allow you to prepare your learners with confidence
- **straightforward assessment** – the question papers contain simple rubrics and clear mark schemes, which will provide clear assessments
- **an accessible route into studying Classics** – our specifications do not require any previous study of a classical subject or knowledge of Classical Greek or Latin language
- **increased support and guidance** – OCR will provide a range of high quality, creative resources, which will grow throughout the lifetime of the specification.

Aims and learning outcomes

OCR's AS Level in Ancient History will enable learners to:

- develop a broad and extensive interest in the military, political, religious and social history of the ancient world
- acquire in-depth knowledge and understanding of selected periods of ancient history and use this knowledge and understanding to formulate coherent arguments with substantiated judgements
- understand Greek and Roman history in the context of their neighbouring civilisations and the interrelations of these civilisations
- explore and evaluate the significance of events, individuals, issues, identities and societies in the history of the ancient world
- understand the nature of historical evidence from the ancient world and its scarcity to build an understanding of historical periods studied and the methods used in the analysis and evaluation of evidence. Students should develop an understanding of how the ancient past has been represented by ancient historians
- develop an understanding of historical concepts such as change, continuity, causation, consequence and significance within the context of the historical periods studied
- develop an awareness and understanding of relevant historical debates and how these can be investigated
- develop the ability to make connections and draw comparisons between different periods, individuals, issues, identities and societies of the ancient past.

1c. What are the key features of this specification?

The key features of OCR's AS Level in Ancient History for you and your learners are:

- familiar topics to study covering the most prominent parts of Greek and Roman history
- a clear and balanced structure that will help course planning
- a straightforward specification with detailed guidance to support delivery
- this course is co-teachable with our A Level in Ancient History specification.

1d. What is new in OCR AS Level in Ancient History?

This section is intended for teachers using OCR's current AS Level in Ancient History. It highlights the differences between the current AS Level in Ancient History (H042) and the new version for first teaching in September 2017:

What stays the same?	What's changing?
• two 1 ½ hour question papers • both Roman and Greek history will be studied • prescribed ancient sources.	• simplified assessment • reduction in the number of marks available • outcomes in the AS Level no longer count towards performance in the A Level.

1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask our subject advisors:

Email: classics@ocr.org.uk

Customer Contact Centre: 01223 553998

Visit our Online Support Centre at support.ocr.org.uk

Teacher support: www.ocr.org.uk

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2 The specification overview

2a. OCR's AS Level in Ancient History (H007)

Learners must take **both** components to be awarded the OCR AS Level in Ancient History.

Content Overview	Assessment Overview	
Relations between Greek states and between Greek and non-Greek states, 492–404 BC (H007/01) This component contains a period study focusing on the changing relationships between Greek city-states and between Greek city-states and non-Greek states.	**Relations between Greek states and between Greek and non-Greek states, 492–404 BC (H007/01)** 60 marks 1 hour 30 minutes Written paper	**50%** of total AS Level
The Julio-Claudian Emperors, 31 BC–AD 68 (H007/02) This component contains a period study covering the reigns of Augustus, Tiberius, Gaius, Claudius and Nero.	**The Julio-Claudian Emperors, 31 BC–AD 68 (H007/02)** 60 marks 1 hour 30 minutes Written paper	**50%** of total AS Level

Both components include synoptic assessment.

2b. Content of AS Level in Ancient History (H007)

Learners taking the AS Level in Ancient History will need to study significant events, individuals, societies, developments and issues within their broad historical context demonstrating breadth through the study.

Learners will study **two** period studies.

The **period studies** will allow learners to study the unfolding narrative of a substantial span of Greek and Roman history of at least 75 years. The length of the period study will encourage learners to develop their interest in, and understanding of the important events, individuals, developments and issues, and provides sufficient chronological range to be able to comment on change, both short-term and long-term.

Component 01 is a source-based Greek period study focusing on the relationships between Greek city-states and also the relationships between Greek city-states and the Persian Empire in the period 492–404 BC.

Component 02 is a source-based Roman period study focusing on the Julio-Claudian dynasty, from 31 BC to AD 68.

2c. Content of period study

Introduction to the Greek and Roman period study

In the Greek period study, the focus will be on the unfolding narrative of the relations between Greek city-states and the relationship between Greek city-states and the Persian Empire in the period 492–404 BC. Learners will study the main events and issues in order to understand how these events and issues shaped these developments.

The Roman period study will focus on the unfolding narrative of the establishment and development of the principate under Augustus, Tiberius, Gaius, Claudius and Nero.

There will be a particular focus on the military, social, religious and political issues and developments of the emperors in Rome and the Empire and their treatment by the ancient sources.

The Greek and Roman period studies will each be worth 50% of the overall specification and should take approximately 70–80 guided learning hours to teach.

Knowledge, understanding and skills

The length of the period study will encourage learners to develop their interest in, and understanding of the important events, individuals, developments and issues, and provides sufficient chronological range to be able to study continuity and change. This will allow learners to analyse the causes, significance and consequences of key historical events, and the changes and developments in the historical periods. Learners should be able to make links and draw comparisons between different aspects of the period or society studied.

Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding, and analyse and evaluate, the significance of events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements.

Learners should be able to demonstrate an understanding of the relationships between different aspects of the period studied. They should make connections, draw contrasts and analyse trends such as between economic, political, social, religious and military history; and between short and long-term timescales.

The period study requires the critical use of ancient source material in analysing and evaluating historical questions, problems and issues. Different types of evidence must be analysed and evaluated and learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. It will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

A detailed assessment overview can be found in Section 3 of the specification.

2c. Content of H007/01: Relations between Greek states and between Greek and non-Greek states, 492–404 BC

This period study will focus on the unfolding narrative of the relations between the Greek city-states, particularly Athens and Sparta, and between Greek city-states and the Persian Empire during the period 492–404 BC. Learners will study the changes in relations between states and the substantial developments in inter-state relations between both Greek and non-Greek states. Learners will study the main events and issues in order to understand how these shaped these developments.

Key time spans	Learners should have studied the following content:
The challenge of the Persian Empire 492–479 BC	Mardonius' expedition 492 BC; Persian approaches to the Greek states; the Battle of Marathon; Greek and Persian strategy; the threat of Greek medising; Sparta's response; Persian aims and intentions in 480s: Darius' and Xerxes' policies towards the Greek states; Greek and Persian preparations in 480s; differences in responses to the Persians among the Greek states, including medising; the formation of the Hellenic League and its leadership; the states involved in the Hellenic League; the involvement of Greek states in the events of 480–479, including examples of medising, co-operation and conflict, debates and differences of opinion before Salamis and Plataea on strategy.
Greece in conflict 479–446 BC	The consequences of victory for the Greek states, especially relations between Sparta and Athens; the growth of Athenian power in the Delian League; Sparta's concerns; the consequences for relations between Sparta and Athens and their respective allies of the earthquake and helot revolt 465–464 BC; the events of the First Peloponnesian War 461–446 BC that involved changing relationships between Greek states: Megara's defection from the Peloponnesian League; Corinth's relations with Megara, Sparta and Athens; the Battle of Tanagra; continued conflict with the Persians followed by the cessation of hostilities in 449 BC; the Spartan invasion of Attica 446 BC.
Peace and conflict 446–431 BC	The Peace of 446 BC; the balance of power outlined in the Peace of 446 BC and the relations between Athens and Sparta; the role of Corinth and Sparta in the revolt of Samos; the events leading up to, and the causes of, the outbreak of war in 431 BC.
The Archidamian War 431–420 BC	Athenian and Spartan strategies in the Archidamian War 431–421 BC; the invasions of Attica and their effects on the states, including the plague in Athens; the course of the Archidamian War: Pylos and Sphacteria, and its effects on Spartan war effort and reputation, Brasidas in Thrace; differences within Athens and Sparta on the relations between the states and the move towards a peace settlement; the Peace of Nicias – the main terms and the aftermath: the failures of the peace and the refusals of allies of both Athens and Sparta to support the Peace; the Spartan-Athenian alliance.
The end of the Peloponnesian War and its aftermath 419–404 BC	The breakdown of relations: the alliance of Athens, Argos, Mantinea and Elis; the effect of the Battle of Mantinea 418 BC; the consequences of the Sicilian Expedition 415–413 BC for Athens and Sparta; occupation of Decelea; Sparta and Athens: relations with Persia in the final years of the war, and Persia's aims and impact on the course of the war.

Appendix 5c lists the sources covering the contents of the period study.

2c. Content of H007/02: The Julio-Claudian Emperors, 31 BC–AD 68

This period study will focus on the unfolding narrative of the establishment and development of the principate under Augustus, Tiberius, Gaius, Claudius and Nero.

There will be a particular focus on the military, social and political achievements of the emperors and their treatment by the ancient sources.

Key time spans	Learners should have studied the following content:
Augustus **31 BC–AD 14**	The presentation of Augustus' victory at Actium; the constitutional settlements of 27 BC and 23 BC; Augustus' military achievements; the depiction of Augustus and Augustan Rome in the poetry and coinage of the period; the importance of Livia, Agrippa, Tiberius and Germanicus; the restoration of the Republic and the revival of traditional Roman values and practices; Augustus' attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome and the provinces; relations with the Senate, Equestrians and ordinary people of Rome; Augustus' building programme; challenges to his rule including conspiracies; the establishment of the dynasty and issues of succession; the Res Gestae as an account of Augustus' reign.
Tiberius **AD 14–37**	The views of classical authors on Tiberius' reign; Tiberius' relationships with Germanicus and Sejanus; conspiracies and challenges to his reign, including mutinies and revolts; the treason trials; Tiberius' attitude towards religion, including the Imperial Cult inside and outside Rome; relations with the Senate, Equestrians and ordinary people of Rome.
Gaius **AD 37–41**	The presentation of Gaius' character and personality as emperor by the ancient sources; the assassination in AD 41; his attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.
Claudius **AD 41–54**	The difficulties of the accession; the presentation of Claudius' role in, and motives for, the invasion of Britain; the importance of his wives and freedmen; Claudius' relationship with Nero and Britannicus; the events surrounding his death; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.
Nero **AD 54–68**	The presentation of Nero as emperor by the ancient sources; the early part of his reign and the changing role of Agrippina; the importance of his wives; Piso conspiracy in AD 65; Tacitus' and Suetonius' accounts of the Great Fire of Rome in AD 64; the achievements of Corbulo in Armenia; the revolt of Vindex; the death of Nero and the accession of Galba; Nero's attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.

Appendix 5d lists the sources covering the contents of the period study.

2d. Prior knowledge, learning and progression

The specification builds on the knowledge, understanding and skills specified for GCSE (9–1) Ancient History, however, prior attainment of a GCSE qualification in Ancient History is not required.

Learners in England who are beginning an AS Level course are likely to have followed a Key Stage 4 programme of study. This course will enable learners to progress to A Level courses or progress directly to employment.

AS Level in Ancient History provides progression to A Level in Ancient History.

A Level examinations build on the content studied for the two AS Level components, meaning that this qualification is co-teachable with the first year of study of the A Level.

At the same time, it also offers a worthwhile course of study for learners who do not wish to progress further in the subject. The key skills required by the specification provide opportunities for progression directly into employment.

Find out more at www.ocr.org.uk

3 Assessment of AS Level in Ancient History

3a. Forms of assessment

OCR's AS Level in Ancient History consists of two components that are both externally assessed.

Relations between Greek states and between Greek and non-Greek states, 492–404 BC (H007/01) and The Julio-Claudian Emperors, 31 BC–AD 68 (H007/02)

Both of these components are externally assessed, written examinations testing AO1, AO2 and AO3.

Each component is worth **60 marks**, which represents **50%** of the total marks for the AS Level.

Each examination lasts for **1 hour 30 minutes**.

There are two sections in each component. Learners answer **all** the questions in Section A and **one** question in Section B.

Section A consists of questions 1 and 2. In **Question 1**, learners will answer a **10-mark** question relating to an issue, which relates to one or more of the content points within one of the key time spans.

In **Question 2**, learners will answer a **20-mark** source based mini-essay. Learners will be required to use the stimulus material on the question paper and other ancient sources they have studied to answer the question.

In **Section** B, learners will have a choice between answering **Question 3** or **Question 4**. These will be essay questions each worth **30 marks**, requiring learners to use, analyse and evaluate the ancient source material that they have studied in order to answer the issues addressed in the question.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	Total marks
1	Issue	5	5	–	**10**
2	Source-based mini-essay	5	–	15	**20**
3 and 4	Essay	5	10	15	**30**

3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR AS Level Ancient History. These are detailed in the table below.

Learners are expected to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
AO2	Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.
AO3	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.

AO weightings in OCR's AS Level in Ancient History

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of OCR AS Level in Ancient History (H007)		
	AO1	AO2	AO3
Relations between Greek states and between Greek and non-Greek states, 492–404 BC (H007/01)	12.5%	12.5%	25%
The Julio-Claudian Emperors, 31 BC–AD 68 (H007/02)	12.5%	12.5%	25%
Total	**25%**	**25%**	**50%**

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The total qualification time for AS Level Ancient History is 180 hours. The total guided learning time is 180 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability. AS Level Ancient History is 180 hours. The total guided learning time is 180 hours.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. Assessment availability

There will be one examination series available each year in May / June to **all** learners.

All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2018 examination series onwards.

3g. Retaking the qualification

Learners can retake the qualification as many times as they wish.

They retake all components of the qualification.

3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3i. Synoptic assessment

Synoptic assessment is the learners understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the AS Level course.

The emphasis of synoptic assessment is to encourage the understanding of Ancient History as a discipline.

Synoptic assessment draws together all three of the distinct assessment objectives in OCR's AS Level in Ancient History. Synoptic assessment can be found in the essay questions (Questions 3 and 4) in both components.

3j. Calculating qualification results

A learner's overall qualification grade for AS Level in Ancient History will be calculated by adding together their marks from the two components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at http://www.ocr.org.uk/administration

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an AS Level in Ancient History must be entered for H007.

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
H007	Ancient History	01	Relations between Greek states and between Greek and non-Greek states, 492–404 BC	External Assessment
		02	The Julio-Claudian Emperors, 31 BC–AD 68	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

4d. Results and certificates

Grade Scale

AS Level qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A to E are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

4e. Post-results services

A number of post-results services are available:

- **Review of marking requests** – If you are not happy with the outcome of a learner's results, centres may request a review of marking. Full details of the post-results services are provided on the OCR website.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

5 Appendices

5a. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The A Level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5b. Overlap with other qualifications

There is a small degree of overlap between this specification and the AS Level in Classical Civilisation.

5c. Set ancient sources for H007/01: Relations between Greek states and between Greek and non-Greek states, 492–404 BC

Literary evidence

LACTOR 1, *The Athenian Empire* (ISBN-13 978-0903625172)

Andokides 3.29 (No. 61)

Aristophanes, *Akharnians* 61–71 (No. 58); 524–539 (No. 99)

Aristophanes, *Peace* 619–622 (No. 110); 639–648 (No. 202)

Aristotle *Politics* 1284a38 (No. 84)

Diodorus 11.46–47 (No. 19); 11.50 (No. 28); 12.2.1–2 (No. 52); 12.4.4–6; (No. 53); 12.38.2 (No. 113)

Harpokration s.v. *Attikois grammasin* (No. 54)

Plutarch, *Aristeides* 23 (No. 10); 24.1–5 (No. 20)

Plutarch, *Cimon* 11–12.4 (No. 33); 13.4–5 (No. 51)

Plutarch, *Pericles* 23.1–2 (No. 71); 28.1–3 (No. 89)

OCR source booklet

Plutarch, *Pericles* 30–31

Herodotus, *Histories* (Penguin Classics) (ISBN-13: 978-0140449082)

6.42–49; 6.94–117, 6.120–124

7.1; 7.5–10h; 7.49–50; 7.102; 7.131–133; 7.139; 7.141–145; 7.151–152; 7.174–175; 7.207, 7.219–222; 7.228.2

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9.1–3; 9.6–8; 9.16–18; 9.40; 9.62–64; 9.71; 9.98–99; 9.105–106

Thucydides, *The History of the Peloponnesian War* (Penguin Classics) (ISBN-13: 978-0140440393)

1.23; 1.33; 1.35; 1.40–41; 1.44, 1.55–58; 1.60–61, 1.66–69; 1.75–77, 1.86–88; 1.89–118, 1.121–122; 1.139–140

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5.13–18; 5.25–26; 5.43

6.8, 6.12–13, 6.15, 6.24, 6.31; 6.82–83, 6.89–91

7.18; 7.27–28

8.2; 8.6; 8.9; 8.17–18; 8.29; 8.37; 8.52, 8.87

Xenophon, *History of My Times* (Penguin Classics) (ISBN-13: 978-0140441758)

1.4.1–7; 1.5.1–3; 1.6.6–11; 2.1.7–14; 2.1.20–32

Archaeological evidence

Serpent Column

LACTOR 1, *The Athenian Empire* (ISBN-13 978-0903625172)

Chalkis Decree (No. 78)

Thoudippos decree (No. 138)

LACTOR 16, *The Persian Empire from Cyrus II to Artaxerxes I* (ISBN-13: 978-0903625288)

Naqs-e Rustam inscription No.1 and No.2 (No. 48 and 103)

Xerxes' inscription (No. 63)

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5d. Set ancient sources for H007/02: The Julio-Claudian Emperors, 31 BC–AD 68

Literary evidence

Suetonius, *The Twelve Caesars,* R. Graves Penguin (ISBN-13: 978-0140455168)

Augustus, 17–23, 26–28, 30–31, 34–37, 39–40, 64–66, 93, 98–101

Tiberius, 23–24, 26–27, 29–33, 36, 39–41, 47–48, 61–63, 65, 75

Gaius, 13–14, 18–20, 22, 27–33, 37, 56–59

Claudius, 10–14, 17–18, 20–22, 25, 29, 36, 44–45

Nero, 10–11, 20–23, 26–27, 31–32, 34, 38, 40–49, 53

Tacitus, *The Annals of Imperial Rome* (Penguin Classics) (ISBN-13: 978-0140440607)

1.16–18, 21–25, 28–35, 38–43, 46–47, 49, 52, 61–62, 72; 2.52, 53, 55, 57, 59–60, 69–71, 73; 3.20–21, 32, 50, 55, 65, 70, 73–74; 4.1–3, 20, 30–31, 39–41, 74; 6.18–19; 11.24; 12.25–26, 41, 65–69; 14.1–16; 15.37–44, 48–74

Dio, *The Roman History: The Reign of Augustus* (Penguin Classics) (ISBN-13: 978-0140444483)

51:21; 52:4; 53:11–13, 16–17

LACTOR 15: *Dio: The Julio-Claudians* (ISBN-13: 978-0903625210)

58:4.1–4 (A3), 5 (A4), 6–7.3 (A5), 8.4–11 (A7); 59:3.1–5.5 (B3), 9.4–7 (B7), 16.1–11 (B12); 26.5–27.1 (B20), 28.1–11 (B22), 29.1–30.3 (B23); 60:3.1.7 (C3), 6.1–7.4 (C5), 14.1–16.4 (C8), 17.8–18.4 (C10); 63:22.1–26.1 (D6), 26.3–27.1 (D7), 27.2–29.3 (D8)

LACTOR 17: *The Age of Augustus* (ISBN-13: 978-0903625364)

Res Gestae Divi Augusti

Tacitus, *Annals,* 1: 2.1–4.5, 6.1–15.3 (Section F); 4:37 (L16); 3:56 (H26); 3:29 (J34); 4:57 (J66); 6:10–11 (K7); 12:23 (K10); 2:59 (M6); 3:24 (P16); 2:37 (T27).

Velleius Paterculus, 2: 88.1–91.4, 93.1–100.1, 103.1–104.1, 121.1–123.2

Virgil, *Aeneid* 1.257–296 (G36); 6.752–806 (G37); 8.671–731 (G38)

Horace, *Odes* 1.2 (G21); *Odes* 1.37 (G24); *Odes* 3.6 (G28); *Odes* 4.15 (G45)

Ovid, *Fasti* 1.1–14 (G49); 2.55–66 (L4); 5.140–158 (L13), 2.119–144 (H38)

Macrobius, Saturnalia 1.11.21 (P9), 2.4.23 (T26)

Strabo, *Geography* 7.7.6 (H9), 5.3.7 (K6), 17.3.25 (M2), 4.3.2 (M18), 3.2.15 (M24), 5.3.8 (T9)

Suetonius, *Tiberius* 8.1 (P10)

Pliny, *Natural History* 7.147–150 (P1), 36.121 (T8)

Younger Seneca *On Clemency*, 1.9.2–1.9.12 (P11)

LACTOR 19: *Tiberius to Nero* (ISBN-13: 978-0903625342)

Velleius Paterculus, 2:125.1–130.5 (C2–7)

Josephus, *Jewish Antiquities* 19.1–3 (E2), 4–11 (E3), 17–27 (E6), 100–114 (E16), 158–164 (E21), 201–211 (E24), 227–236 (E26), 254–262 (E29), 20.148, 151–2 (P9a)

Pliny, *Natural History* 36.124 (K21), 36.122–3 (K24), 36.111 (K42), 34.45–46 (K44), 33.134 (S25)

Younger Seneca, *On Anger* 3.19.1–5 (T6), *On Benefits* 3.26.1–2 (T1), *On Consolation to Polybius* 17.3–5 (J22e), *On the Shortness of Life* 18.5–6 (K12), *On Firmness of Purpose* 18.3 (P6b)

Archaeological evidence

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aurei (H18, H21, H33, J41, N15, N24, J58); *denarii* (H27, N31, L1, L10, N5); *as* (J24).

Inscriptions: Triumphal Arch, Rome (H17); Inscription from Nikopolis (H10); Augustan Lares (L12); altar to numen of Augustus (L17); *laudatio Agrippae* (T14); Edicts of Cyrene (M60)

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Coins: *aurei* (J3b, J12b, J21b, J30a, L25, N22); *denarii* (J7n, P13b, P13f); *sestertii* (K4, N51, Q14); *as* (Q13); *dupondius* (K13), *quadrans* (J19h).

Inscriptions: Claudius' harbour (K16), Procurator of Ostia (K17), Emperor Worship at Gytheion (L4), Genius of Tiberius, Rome (L6), letter of Claudius to the Alexandrians (L17), Pomerium extension (N24)

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Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	Multiple		Changes to generic wording and OCR website links throughout the specification. No changes have been made to any assessment requirements
February 2019	1.2	2c	Content of H007/01: Relations between Greek states and between Greek and non-Greek states 492–404 BC	Typo in table.
December 2019	1.3	1e	How do i find out more information?	Remove link to Social forum and replace with link for Online Support Centre
February 2021	1.4	Cover		Update to specification covers to meet digital accessibility standards
December 2022	1.5	3c	Total qualification time	Insertion of new section
February 2024	1.6	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding availability and language Update to include resilience guidance Inclusion of Teach Cambridge
September 2025	1.7	5d	Set ancient sources	Updated ISBN number
November 2025	2.0	Covers, page footers, section 1a and 4d		Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a.

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